

## ARGUMENTATIVE PATTERN IN STUDENT EDUCATION WRITING: STEPHEN TOULMIN'S PERSPECTIVE

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### ABSTRACT

*Arguments can be said to be essential in everyday life. Almost every job or everything requires an argument. This paper aims to describe the pattern of argumentative reasoning of written discourse. To achieve these objectives qualitative descriptive method is used. The theoretical approach used is based on Stephen Toulmin's perspective, known as Toulmin's Argument Pattern (TAP). Based on the approach, there are six elements of compilers in an argumentation, namely the statement / claim, reason / evidence (ground), justification / principles /principles(warrant), backing, modalities (capital qualifier), possible qualifier.*

**KEYWORDS :** *Argumentative Reasoning & Toulmin's Pattern Argument*

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### INTRODUCTION

In language learning, there are four components of language skills, namely listening, speaking, reading, and writing. Of the four language skills, writing skill is the most difficult skill. Iskandarwassid and Sunendar (2008, p. 291) themselves say that writing is the highest level of difficulty for learners compared to the other three skills. In line with that opinion, Nurgiyantoro (2001, p.296) also reveals the same thing that compared to the other three languages (listening, speaking and reading), writing skills are difficult to master even native speakers of the language. This is because the ability to write the mastery of the elements of language and elements outside the linguistic itself that will be the contents of the essay.

Meanwhile, in this very modern life, it is obvious that writing skill is a skill that should be mastered. This is because writing skills are necessary. Tarigan (2013) himself argues that the characteristics of educated or educated people are seen from the writing skills of their people.

The ability to write can be used in conveying the intent and purpose to others and for the intent and purpose can be delivered properly and intact, certainly needed the ability to process and organize the use of words and sentences. It is necessary that the information conveyed is clear and unbiased. When viewed from the type of writing based on the purpose of delivery, the type of writing is divided into four types, namely description, exposition, narration, and argumentation. Among other types of paragraphs, paragraph types that contain arguments are the most difficult types of text. In accordance with the opinion of Suparno and Yunus (2005, p.33) which says that the composition of the argumentation includes the most difficult essay when compared with other compositions. The reason, the difficulty arises because of the need for a reason or evidence that can be convincing so that the reader affected and justify our ideas, opinions, attitudes, and beliefs.

But on the other hand, this type of argumentation is a fundamental and essential essay. That's because

almost in every line it takes an argument in life. Both in work and in other things. The significance of this argumentative discourse is reinforced by Keraf's (2007, p. 3) opinion, which argues that argumentation is the most fundamental foundation of science.

Writing argument is one of the opinions that seek to reveal the truth of the idea. Through argumentation, one can show the statements or theories put forth true or not by referring to the facts or evidence shown. Thus, arguments require a person to be accountable for what he says. Further, it is explained that argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of others to believe and ultimately act in accordance with what the author or speaker wants. This type of argumentative discourse is based on two fundamental things, namely critical thinking and logic (Keraf, 2007). Therefore, this argumentative discourse must be based on facts or reality.

Therefore, the issues to be studied in this paper relate to the pattern of argumentation development. The theory used in the study of the development pattern of the paragraph is the theory of Stephen Toulmin et al. known as Toulmin's Argument Pattern (TAP). Toulmin, Rieke, and Janik (1979) in his book *An Introduction to Reasoning* reveals that the argumentation has elements that include (1) statement / claim, (2)<sup>1</sup> reason / evidence, 3) justification / principles / principles (warrant), (4) support (backing), (5) <sup>2</sup>modalities (capital qualifier), (6) possible qualifier (possible qualifier). The reviews in this paper aim to find out the pattern of argumentative reasoning. There are eight writings from free-ofed educational students to be used as samples in the analysis of argumentative reasoning patterns.

## METHODS

The method used in the preparation of this paper is a qualitative descriptive method. As stated by Moleong (2010, p.6) that qualitative research is a study that intends to understand the phenomenon of what is experienced by research subjects, such as the behavior of perception, motivation, action, etc. holistically and by way of description in the form of words and language, in a specific, natural context and utilizing various scientific methods.

This paper will describe the argumentative reasoning pattern in writing discourse based on Stephen Toulmin's perspective. Furthermore, an argumentative writing document will be used from eight educated students with a free theme to be a sample of the paper to be analyzed. The result of the analysis will be a sample of the findings of the argumentative reasoning pattern on the educational student that will be described in this paper.

## FINDINGS AND DISCUSSIONS

A good argument can convince the reader of what is found or the problem being expressed and analyzed. In order to convince the reader, an argument must be easily understood by the reader. In addition, the argument also needs to show strong evidence and reason so that the statement to be conveyed can convince the reader. (Wijayanti, 2013, p. 122).

By referring to Toulmin's Argument Pattern (TAP) theory, it can be understood that the quality of argumentative reasoning in a reading can be seen in the completeness of the elements of the paragraph. This is also stated by Rani (2006, p.40) who says that the main elements of argument discourse are three, namely statement, reason, and justification. While the complement element is support, capital, and rebuttal. Thus, if an argument has three argument elements it can be said to be quite good. The more complete the element the better the argument.

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### Argumentative Pattern of Educational Students in Argumentative Paragraph: C-GPattern

This C-G pattern begins with a statement that the author believes to be true. It is represented by the Claim element or the author's position statement of an idea. Furthermore, the authors prove Claim is with reasons in the form of facts and data that can support the position statement earlier. The facts and data are called Ground.

Based on the analysis of the eight pieces of argumentative writings of educational students. All of them are still in this C-G pattern. The statements are placed at the beginning of the paragraph followed by supporting statements or Grounds to influence the readers of the Claim they make. The following table findings pattern writing:

**Table 1: Analysis of Student Argumentative Patterns of Education Based on Stephen Toulmin's Theory**

Nu.	Argumentative Paragraph	Argumentative Components		Argumentative Patterns
1.	PSM Makassar sama sekali tidak mempunyai naluri juara. Sejak tahun 2000, PSM sudahtidak pernah menjuarai liga Indonesia. Paling parah tahun ini (2017), memuncaki klasemensejak pekan ke-5, PSM Makassar harus rela mengubur impiannya menjadi juara usai kalah di dua laga terakhir. Padahal PSM Makassar punya TIM yang kuat. Terlalu banyak mainmain dan tidak berupaya menambah gol ketika sedang imbang menjadi hal utama mengala PSM gagal merengkuh juara.	<b>Claim (C)</b>	PSM Makassar sama sekali tidak mempunyai naluri juara	<b>C-GPattern</b>
		<b>Ground (G)</b>	Sejak tahun 2000, PSM sudahtidak pernah menjuarai liga Indonesia. Paling parah tahun ini (2017), memuncaki klasemensejak pekan ke-5, PSM Makassar harus rela mengubur impiannya menjadi juara usai kalah di dua laga terakhir. Padahal PSM Makassar punya TIM yang kuat. Terlalu banyak mainmain dan tidak berupaya menambah gol ketika sedang imbang menjadi hal utama mengala PSM gagal merengkuh juara.	
		<b>Warrant (W)</b>	-	
		<b>Background(B)</b>	-	
		<b>Modal (B)</b>	-	
		<b>Rebuttal (R)</b>	-	
2.	Jokowi selaku presiden Indonesia sangat serius membangun wilayah Papua. Dua mingguyang lalu, Jokowi berkunjung kelima kalinya di Papua untuk memantau proyek pengerjaanjalan sekaligus meresmikan empat tambahan proyek pembuatan jembatan. Ini dilakukan Jokowi agar akses di Papua menjadi lebih baik.	<b>Claim (C)</b>	Jokowi selaku presiden Indonesia sangat serius membangun wilayah Papua.	<b>C-GPattern</b>
		<b>Ground (G)</b>	- Dua mingguyang lalu, Jokowi berkunjung kelima kalinya di Papua untuk memantau proyek pengerjaanjalan sekaligus meresmikan empat tambahan proyek pembuatan jembatan. - Ini dilakukan Jokowi agar akses di Papua menjadi lebih baik.	
		<b>Warrant (W)</b>	-	
		<b>Background(B)</b>	-	
		<b>Modal (B)</b>	-	
		<b>Rebuttal (R)</b>	-	
3.	Soekarno adalah pahlawan Indonesia yang sesungguhnya. Tidak ada yang biasmenandinginya. Pernah disekap beberapaki di penjara oleh Belanda, Soekarnomenghabiskan harinya dengan banyak membaca buku dan menulis.	<b>Claim (C)</b>	- Soekarno adalah pahlawan Indonesia yang sesungguhnya. - Tidak ada yang biasmenandinginya.	<b>C-GPattern</b>
		<b>Ground (G)</b>	- Pernah disekap beberapaki di penjara oleh Belanda, Soekarnomenghabiskan harinya dengan banyak membaca buku dan menulis. - Di penjara pulalahbukunya Di	

	Di penjara pulalahbukunya Di Bawah Bendera Revolusi tercipta. Ia adalah satu-satunya sosok yang mampumenyatukan Indonesia.		Bawah Bendera Revolusi tercipta. - Ia adalah satu-satunya sosok yang mampumenyatukan Indonesia.	
		<b>Warrant (W)</b>		
		<b>Background(B)</b>		
		<b>Modal (B)</b>		
		<b>Rebuttal (R)</b>		
4.	Hampir 460 ribu masyarakat Rohingnya harus mengalami tindak kekerasan etnis. Merekaharus meninggalkan negaranya yang berupaya menumpas habis etnis Rohingnya. Bukanhanya itu, aparat menjadikan penumpasan etnis rohingnya sebagai sebuah perbuatan mulia.	<b>Claim (C)</b>	Hampir 460 ribu masyarakat Rohingnya harus mengalami tindak kekerasan etnis.	<b>C-GPattern</b>
		<b>Ground (G)</b>	- Merekaharus meninggalkan negaranya yang berupaya menumpas habis etnis Rohingnya. - Bukanhanya itu, aparat menjadikan penumpasan etnis rohingnya sebagai sebuah perbuatan mulia.	
		<b>Warrant (W)</b>		
		<b>Background(B)</b>		
		<b>Modal (B)</b>		
		<b>Rebuttal (R)</b>		
5.	Faisal Oddang mengharumkan nama Sulawesi dalam bidang kesusastraan setelah cerpennya berjudul Di Tubuh Tarra dalam Rahim Pohon berhasil meraih penghargaan cerpen terbaik Kompas 2015. Dia menjadi penulis termuda yang bisa mendapatkanpenghargaan cerpen terbaik Kompas.	<b>Claim (C)</b>	Faisal Oddang mengharumkan nama Sulawesi dalam bidang kesusastraan	<b>C-GPattern</b>
		<b>Ground (G)</b>	- ... setelahcerpennya berjudul Di Tubuh Tarra dalam Rahim Pohon berhasil meraih penghargaan cerpen terbaik Kompas 2015. - Dia menjadi penulis termuda yang bisa mendapatkanpenghargaan cerpen terbaik Kompas.	
		<b>Warrant (W)</b>		
		<b>Background(B)</b>		
		<b>Modal (B)</b>		
		<b>Rebuttal (R)</b>		
6.	Petani Indonesia mengalami kerugian besar akibat musim kemarau yangberkepanjangan. Ratusan hektar gagal panen. Hal ini dikarenakan petani sulit menentukan waktu musimpenghujan akibat pemanasan global.	<b>Claim (C)</b>	Petani Indonesia mengalami kerugian besar akibat musim kemarau yangberkepanjangan.	<b>C-GPattern</b>
		<b>Ground (G)</b>	Ratusan hektar gagal panen. Hal ini dikarenakan petani sulit menentukan waktu musimpenghujan akibat pemanasan global.	
		<b>Warrant (W)</b>		
		<b>Background(B)</b>		
		<b>Modal (B)</b>		
		<b>Rebuttal (R)</b>		
7.	Meski memiliki kawasan yang padat penduduk, Makassar sayangnya krisis litetasi. Hal inidipicu oleh kondisi toko buku di Makassar yang sangat minim. Buku-buku yang di jualcenderung buku pelajaran dasar. Sangat sedikit buku terjemahan dan buku berkualitas.	<b>Claim (C)</b>	Meski memiliki kawasan yang padat penduduk, Makassar sayangnya krisis litetasi.	<b>C-GPattern</b>
		<b>Ground (G)</b>	- Hal inidipicu oleh kondisi toko buku di Makassar yang sangat minim. - Buku-buku yang di jualcenderung buku pelajaran dasar. - Sangat sedikit buku terjemahan dan buku berkualitas.	
		<b>Warrant (W)</b>		
		<b>Background(B)</b>		
		<b>Modal (B)</b>		
		<b>Rebuttal (R)</b>		
8.	Sistem UKT yangditerapkan	<b>Claim (C)</b>	Sistem UKT yangditerapkan pemerintah	<b>C-GPattern</b>

	pemerintah sejak 2013 membuat mahasiswa terbunuh secara perlahan. Palsanya UKT dari tahun ke tahun naik sementara fasilitas kampus tidak mengalami perubahan yang signifikan. Mahasiswa yang kurang mampu pun harus memutar otak untuk bisa tetap melanjutkan kuliah.		sejak 2013 membuat mahasiswa terbunuh secara perlahan.	
		<b>Ground (G)</b>	- Palsanya UKT dari tahun ke tahun naik sementara fasilitas kampus tidak mengalami perubahan yang signifikan. - Mahasiswa yang kurang mampu pun harus memutar otak untuk bisa tetap melanjutkan kuliah.	
		<b>Warrant (W)</b>		
		<b>Background (B)</b>		
		<b>Modal (B)</b>		
		<b>Rebuttal (R)</b>		

Based on the table, it is seen that the whole paragraph uses the C-G argumentative reasoning pattern from the Stephen Toulmin perspective. The first paragraph can be seen that the sentence is constructed by Claim begins, then the author shows Ground in the form of facts and existing data. Similar to the second paragraph and so on, the paragraph begins with a sentence that shows Claim which is then followed by sentences in the form of Ground that constructs the paragraph. Thus, it can be argued that students' argumentative writing skills are still at the basic level with regard to the sharpness of the argument.

The pattern that emerges from the entire paragraph is the most basic pattern in the argumentative paragraph construct. Other patterns that can appear in argumentative paragraphs are as follows:

- C-W-G pattern
- C-W-G-B pattern
- C-W-G-B-M pattern
- C-W-G-B-M-R pattern

The more complete the pattern formed in an argumentative reasoning paragraph the more it shows the sharpness of the argument. An argumentative paragraph that is strongly supported by statements that reinforce the author's position statement will give more consideration to the reader to participate in believing in Claim that the authors propose. Thus, the more complete the elements used in composing a paragraph the more sharp the argument becomes.

## CONCLUSIONS

Based on the explanation of the result of the argumentative reasoning pattern in the written discourse, it can be concluded that the argumentative reasoning pattern of the educational student is still at the most basic pattern level, that is C-G pattern. In fact, there are still many things that must be explored and raised in a paragraph to support the original argument or position statement (Claim) writers. Thus, argumentative reasoning in written discourse becomes sharper and shows a higher level of quality.

Based on these conclusions, the suggestion that can be formulated in this paper is the need for further and serious research on the pattern of argumentative reasoning to the students of education, since they are prospective educators who are expected to communicate their knowledge to others. Not only students, teachers and students are also very important to understand and master the ability of reasoning and critical thinking, one with the ability to argue well. Another suggestion

offered through this paper is that the pattern of arguments can be followed up as a basis for the creation of teaching materials to write paragraphs of argument for students.

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